



L'ACAREF est un vaste réseau de chercheurs francophones et francophiles né à la suite d'une série de colloques, de séminaires et de journées d'études organisés au Département de français à l'Université du Ghana entre 2015 et 2019 rassemblant chaque année plusieurs nationalités de chercheurs et d'experts autour des questions liées à l'Education, à la pédagogie, aux langues et aux humanités. L'ACAREF est une vitrine des chercheurs francophones et se présente comme un creuset de documentations, de promotion de la recherche et de l'expertise francophones. Elle représente un pont entre les chercheurs de tous les horizons et encourage la collaboration entre chercheurs et Experts africains afin de leur donner plus de visibilité au plan international à travers une large diffusion de leurs travaux de recherches. L'ACAREF est également un lieu où plusieurs réseaux de chercheurs ou revues internationales se croisent. Elle représente en Afrique, l'Observatoire Européen du Plurilinguisme (OEP, Paris - France). L'ACAREF collabore avec les revues suivantes:

- Les cahiers du CEDIMES, France
- La collection FLE/FLA, Université de Kenyatta, Kenya
- La collection Plurilinguisme, Paris, France

SEPT- 2023

LES CAHIERS DE L'ACAREF



Revue en Open Access & Indexée dans  
des bases de visibilité internationale



*Sous la direction de*  
***Koffi Ganyo AGBEFLE***

*Education*  
*Didactique*  
*Pédagogie*  
*Enseignement*

**TOME 4**

**VOL. 5 N° 13- SEPT- 2023**

# **LES CAHIERS DE L'ACAREF**

**Vol. 5 N° 13/Septembre 2023**

**ISSN 2790- 0371 (Print)**

**ISSN 2790- 038X (Online)**

**Tome 4 :**

***Education- Didactique- Pédagogie- Enseignement***

LES CAHIERS DE L'ACAREF

Vol. 5 N° 13/Septembre 2023

TOME 4

## Lien d'indexation

<https://explore.openaire.eu/search/publication?pid=10.5281%2Fzenodo.8386624>

<https://zenodo.org/record/8386624>

## Indexed in



Open Access Infrastructure for Research in Europe

DOI

10.5281/zenodo.8386624

*Sous la direction de  
Koffi Ganyo AGBEFLE*

## LES CAHIERS DE L'ACAREF

Revue dirigée par L'Académie Africaine de Recherches et d'Etudes  
Francophones

Le contenu de *ces articles* ou opinions d'expert *n'engagent* que  
leurs *auteurs*



Toute reproduction interdite  
sans l'autorisation de l'éditeur

Copyright, ACAREF-DELLA/EFUA

## **Conseil restreint de direction scientifique du Numéro**

Christian Tremblay, OEP, Paris France

Marc Richeveaux, CEDIMES, France

Akimou Tchagnaou, Université de Zinder, Niger

Marcel Vahou, Université de Cocody, Côte d'Ivoire

Yelian Constant AGUESSY, Université Parakou, Bénin

Norbert AGOINON, Université Parakou, Bénin

*Sous la direction de*  
***Koffi Ganyo AGBEFLE***

### **Equipe technique**

**Marquette et illustration : Koffi AMEWOU**

**Mise en page : A. D. KPATI**

## **Comité scientifique international de l'ACAREF**

- AFELI Kossi Antoine, Université de Lomé, Togo
- AKASI Clément, University of Howard, USA
- BLANCHET Philippe, Université de Rennes 2, France
- DAO Yao, Université de Lyon 2, France
- DEVRIESERE Viviane, Isfec Aquitaine, Bordeaux France
- DOSSOU Paulin Jésutin, Université Parakou, Bénin
- ELHADJI YAWALE MAMAN, Université de Zinder, Niger
- FAULKNER Morgan, St Francis Xavier University Antigonish, Canada
- KOUDJO Bienvenu, Université d'Abomey Calavi, BENIN
- LAMIAE Slaoui, Centre Régional des Métiers de l'Éducation et de la Formation, Fès, Maroc
- LEMAIRE Eva, Université d'Alberta, Canada
- LEZOU KOFFI Aimée-Danielle, UFHB, Abidjan, Côte d'Ivoire
- RICHEVEAUX Marc, Institut CEDIMES, France
- SORBA Nicolas, Université de Corse, France
- SOW N'diémé, Université e Ziguinchor, Sénégal
- TCHAGNAOU Akimou, Université de Zinder, Niger
- TCHEHOUALI Destiny, Montréal, Canada
- TREMBLAY Christian, OEP, Paris France
- TUBLU Yves, CELHTO UA Niamey, Niger
- VAHOUE, K. Marcel, Université FHB, Cocody, Côte d'Ivoire
- YEBOUA Kouadio D., ENS UFH Côte d'Ivoire
- YENNAH Robert, Legon University, Ghana

## SOMMAIRE

|                                                                                                                                                                                                                 |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>1. DISPOSITIFS DE PREVENTION DE LA VIOLENCE DANS LES UNIVERSITES IVOIRIENNE</b> _ Alathé Mireille BODO __ <i>Côte d'Ivoire</i> .....                                                                         | <b>11</b>  |
| <b>2. ADAPTATION DE LA DIDACTIQUE CONVERGENTE A L'ARTICULATION TOUAREG / FRANÇAIS: APPRENTISSAGE DES LETTRES VOCALIQUES</b> _ Alou AG AGOUZOU __ <i>Mali</i> .....                                              | <b>29</b>  |
| <b>3. ACQUISITION DES SAVOIRS MATHÉMATIQUES CHEZ L'APPRENANT : UNE ÉVALUATION DE CERTAINS ÉLÉMENTS DE L'ENVIRONNEMENT CULTUREL</b> _ Emmanuel EMANE & Bernadette Mireille EMBOLO OVONO __ <i>Cameroun</i> ..... | <b>44</b>  |
| <b>4. ENVIRONNEMENT FAMILIAL ET CHOIX D'UNE FILIERE DE FORMATION INDUSTRIELLE CHEZ L'APPRENANT AU LYCEE TECHNIQUE D'ABIDJAN</b> _ Gbomené Hervé ZOKOU et Al __ <i>Côte d'Ivoire</i> .....                       | <b>59</b>  |
| <b>5. PLAN DE REMÉDIATION DES DIFFICULTÉS DE PRODUCTION ÉCRITE DES APPRENANTS</b> _ Bouréima KINDO __ <i>Burkina Faso</i> .....                                                                                 | <b>73</b>  |
| <b>6. MODERNITE ET CRISE DES HUMANITES AFRICAINES TRADITIONNELLES, LE ROLE DES SYSTEMES EDUCATIFS</b> _ Etienne KOLA __ <i>Burkina Faso</i> .....                                                               | <b>87</b>  |
| <b>7. CONTRIBUTION DES ACTEURS EDUCATIFS A LA CONSTRUCTION D'UN CLIMAT SCOLAIRE APAISE AU BURKINA FASO : CAS DE LA COMMUNE DE TANGHIN-DASSOURI</b> _ Nébilma Anatole BADOLO __ <i>Burkina Faso</i> .....        | <b>104</b> |
| <b>8. EVALUATION DE L'EFFICACITE EXTERNE DE LA FORMATION UNIVERSITAIRE PAR LES DIPLOMES AYANT UNE EXPERIENCE PROFESSIONNELLE</b> _ Oumou DIALLO & Félicité ROAMBA __ <i>Burkina Faso</i> .....                  | <b>122</b> |
| <b>9. ROLE OF PEDAGOGICAL TRANSLATION IN LEARNING ENGLISH AS A FOREIGN LANGUAGE IN BENIN</b> _ Rissikatou MOUSTAPHA épouse BABALOLA & Bienvenu KOMAKLO __ <i>Bénin</i> .....                                    | <b>138</b> |

|                                                                                                                                                                                                                                                                      |            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>10. REGULATION DES ENSEIGNEMENTS/APPRENTISSAGES<br/>PAR LES ENSEIGNANTS DU COURS PREPARATOIRE<br/>DEUXIEME ANNEE AU NIGER _ Tanimoune HASSANE __ Niger</b><br>.....                                                                                               | <b>155</b> |
| <b>11. LA PROBLÉMATIQUE DE L'ÉDUCATION INCLUSIVE AU<br/>CAMEROUN: AUTOPSIE DE LA PRISE EN CHARGE DES<br/>APPRENANTS À BESOINS ÉDUCATIFS PARTICULIERS DANS LA<br/>VILLE DE YAOUNDÉ _ André TONYE NKOT &amp; Anastasie Béatrice<br/>MVOGO MENGUE __ Cameroun</b> ..... | <b>169</b> |
| <b>12. VALORISATION DE LA CONNAISSANCE ET LES<br/>TECHNOLOGIES MEDIATIQUES MIX EN ENSEIGNEMENT A<br/>DISTANCE EN COTE D'IVOIRE : POUR L'EXTRACTION DES<br/>LIENS _ Yéo SIBIRI __ Côte d'Ivoire</b> .....                                                             | <b>186</b> |
| <b>13. LE DEVELOPPEMENT DE CURRICULUM A L'ERE DU<br/>NUMERIQUE : AVIS DES ETUDIANTS _ Flore MANTSOUNGA &amp;<br/>Cyrille Daniel MOUKOKO KIBAMBA __ Congo</b> .....                                                                                                   | <b>202</b> |
| <b>14. AGE, PERCEPTION DES DISCIPLINES ENSEIGNEES ET C<br/>HOIX DES METIERS PAR LES AUDITRICES DE<br/>L'INSTITUTION DE FORMATION ET D'EDUCATION<br/>FEMININE DE PORT-BOUET _ Zoumana METTE __ Côte d'Ivoire</b><br>.....                                             | <b>216</b> |
| <b>15. CRITICAL ANALYSIS OF COHERENCE AND COHESION IN<br/>ESSAYS WRITTEN BY BENINESE SECONDARY SCHOOL EFL<br/>STUDENTS _ Katchédé Etienne IWIKOTAN &amp; Lucile GOUMAKPO __<br/>Bénin &amp; France</b> .....                                                         | <b>231</b> |
| <b>16. PASSAGE AUTOMATIQUE (PA) : PERCEPTION DES ELEVES<br/>BENEFICIAIRES _ Abdoul Aziz NABI __ Burkina Faso</b> .....                                                                                                                                               | <b>249</b> |
| <b>17. CONSTRUCTION DU SAVOIR D'INDUCTION ÉLECTROMA<br/>GNÉTIQUE PAR LA DÉMARCHE D'INVESTIGATION EN<br/>CLASSE DE PREMIÈRE SCIENTIFIQUE _ Winnie KENFACK<br/>NGUETSOP et Al __ Cameroun</b> .....                                                                    | <b>268</b> |
| <b>18. A PROPOS DE L'EDUCATION A L'ECOCITOYENNETE. QU<br/>ELLE REALITE A L'ECOLE PRIMAIRE ? _ Abdoulaye<br/>OUEDRAOGO __ Burkina Faso</b> .....                                                                                                                      | <b>282</b> |
| <b>19. TEMPS D'EXPOSITION TELEVISUELLE ET RENDEMENT<br/>SCOLAIRE DES ENFANTS DE 7 A 12 ANS A NIAMEY _ Soumana<br/>AMADOU __ Niger</b> .....                                                                                                                          | <b>294</b> |

|                                                                                                                                                                                                                                 |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>20. HOW TEACHERS IN BENIN PRIMARY SCHOOLS VIEW AND TREAT ENGLISH SUPRASEGMENTAL FEATURES OF PRONUNCIATION</b> _ Jaurès HOUEDENOU & Olivier HOUNWANOU<br>_ <i>Benin</i> .....                                                 | <b>311</b> |
| <b>21. ANALYSE DE LA FREQUENTATION SCOLAIRE DES ELEVES EN SITUATION DE HANDICAP DE L'ECOLE 23/B DE L'INSPECTION DE L'EDUCATION ET DE LA FORMATION (IEF) DE GUEDEAWAYE (SENEGAL).</b> _ Salif BALDE et Al._ <i>Sénégal</i> ..... | <b>321</b> |
| <b>22. LES KITS SOLAIRES PHOTOVOLTAÏQUES : UN NOUVEAU MODE D'ACCES A L'ELECTRICITE DANS LES PERIPHERIES DE LOME</b> _ Kodjo Gnimavor FAGBEDJI _ <i>Togo</i> .....                                                               | <b>336</b> |

## Les consignes aux contributeurs

Pour publier avec *LES CAHIERS DE L'ACAREF*, il faut se conformer aux exigences rédactionnelles suivantes :

**Titre**- L'auteur formule un titre clair et concis (entre 12 et 15 mots). Le titre centré, est écrit en gras, taille 12.

**Mention de l'auteur**- Elle sera faite après le titre de l'article et 2 interlignes, alignée à gauche. Elle comporte :

Prénom, NOM (en gras, sur la première ligne), Nom de l'institution (en italique, sur la deuxième ligne), e- mail de l'auteur ou du premier auteur (sur la troisième ligne). L'ensemble en taille 10.

**Résumé** - L'auteur propose un résumé en français et en anglais ou en la langue officielle du pays de l'institution d'attache de l'auteur. Ce résumé n'excède pas 250 mots. Il limite son propos à une brève description du problème étudié et des principaux objectifs atteints ou à atteindre. Il présente à grands traits la méthodologie. Il fait un sommaire des résultats et énonce ses conclusions principales. **Mots-clés** - Ils accompagnent le résumé. Se limiter à 3 mots minimum et 5 mots maxi. Les mots-clés sont indiqués en français et en anglais.

**NB** : Le résumé est rédigé en italique, taille 10. Les mots-clés sont écrits en minuscules et séparés par une virgule. L'ensemble (titre + auteur+ résumé (français et anglais) + mots-clés) doit tenir sur une page.

**Bibliographie** -Il reprend tous les livres et articles qui ont été cités dans le corps de son texte.

### Conseils techniques

Mise en page - Marges : haut 2 cm, bas 2 cm, gauche 2 cm, droite 2 cm.

**Style et volume – Garamond, taille 12 pour le titre de l'article et pour le reste du texte Garamond taille 11 (sauf pour le résumé, les mots-clés et la bibliographie qui ont la taille 10), interligne 1,5 ; sans espace avant ou après.** Le texte ne doit pas dépasser 12 pages (minimum de 8 pages & maximum de 12 pages). Le titre de l'article, l'introduction, les sous-titres principaux, la conclusion et la bibliographie ne sont pas numérotés mais sont précédés par deux interlignes. Les autres titres sont numérotés et les paragraphes sont séparés par une seule interligne.

**Titres et articulations du texte** - Le titre de l'article est en gras, aligné au centre. Les autres titres sont justifiés ; leur numérotation doit être claire et ne pas dépasser 3 niveaux (exemple : 1. – 1.1. – 1.1.1. ; 2. –2.1. – 2.1.1. etc.). Il ne faut pas utiliser des majuscules pour les titres, sous-titres, introduction, conclusion, bibliographie.

**Notes et citations** - Les citations sont reprises entre guillemets, en caractère normal. Les mots étrangers sont mis en italique. Le nom de l'auteur et les pages de l'ouvrage d'où cette citation a été extraite, doivent être précisés à la suite de la citation. Exemple : (Afeli, 2003 :10)

NB : Les notes de bas de page sont à éviter.

**Tableaux, schémas, figures** - Ils sont numérotés et comportent un titre en italique, au-dessus du tableau/schéma. Ils sont alignés au centre. La source est placée en dessous du tableau/schéma/figure, alignée au centre, taille 10.

NB : Eviter autant que possible les tableaux trop longs

**Présentation des références bibliographiques** : Dans le texte : les références des citations apparaissent entre parenthèses avec le nom de l'auteur et l'année de parution ainsi que les pages. Exemple : (Maurer, 2010 : 15). Dans le cas d'un nombre d'auteurs supérieur à 2, la mention et al. en italique est notée après le nom du premier auteur. En cas de deux références avec le même auteur et la même année de parution, leur différenciation se fera par une lettre qui figure aussi dans la bibliographie (a, b, c, ...).

A la fin du texte : Pour les périodiques, le nom de l'auteur et son prénom sont suivis de l'année de la publication entre parenthèses, du titre de l'article entre guillemets, du nom du périodique en italique, du numéro du volume, du numéro du périodique dans le volume et des pages. Lorsque le périodique est en anglais, les mêmes normes sont à utiliser avec toutefois les mots qui commencent par une majuscule.

Pour les ouvrages, on note le nom et le prénom de l'auteur suivis de l'année de publication entre parenthèses, du titre de l'ouvrage en italique, du lieu de publication et du nom de la société d'édition.

Pour les extraits d'ouvrages, le nom de l'auteur et le prénom sont à indiquer avant l'année de publication entre parenthèses, le titre du chapitre entre guillemets, le titre du livre en italique, le lieu de publication, le numéro du volume, le prénom et le nom des responsables de l'édition, le nom de la société d'édition, et les numéros des pages concernées.

Pour les papiers non publiés, les thèses etc., on retrouve le nom de l'auteur et le prénom, suivis de l'année de soutenance ou de présentation, le titre et les mots « rapport », « thèse » ou « papier de recherche », qui ne doivent pas être mis en italique. On ajoute le nom de l'Université ou de l'École, et le lieu de soutenance ou de présentation.

Pour les actes de colloques, les références sont traitées comme les extraits d'ouvrages avec notamment l'intitulé du colloque mis en italique. Si les actes de colloques sont sur CD ROM, indiquer : les actes sur CDROM à la place du numéro des pages.

Pour les papiers disponibles sur l'Internet, le nom de l'auteur, le prénom, l'année de la publication entre parenthèses, le titre du papier entre guillemets, l'adresse Internet à laquelle il est disponible et la date du dernier accès.

# CRITICAL ANALYSIS OF COHERENCE AND COHESION IN ESSAYS WRITTEN BY BENINESE SECONDARY SCHOOL EFL STUDENTS.

**Katchédé Etienne IWIKOTAN**

*Université d'Abomey-Calavi (Benin)*

**Lucile GOUMAKPO**

*Université de Poitiers (France)*

*ekiwikotan@gmail.com*

## Résumé

*L'expression écrite est une compétence linguistique qui joue un rôle important dans la réussite scolaire et professionnelle des apprenants de l'ALE. Dans les contextes d'enseignement-apprentissage avancés de l'ALE, les apprenants sont soumis à diverses tâches d'expression écrite, notamment la rédaction de dissertations pour développer leurs compétences rédactionnelles. L'objectif général de ce travail de recherche est d'analyser la cohésion et la cohérence dans les productions écrites des élèves de l'enseignement secondaire en ALE au Bénin. Plus précisément, cette étude vise à examiner les éléments de cohésion et de cohérence dans les productions écrites des élèves de l'enseignement secondaire en ALE au Bénin. Une analyse de contenu a été réalisée sur trente textes argumentatifs rédigés par les participants. L'analyse des différentes productions écrites a révélé la présence d'éléments de cohésion dans les productions des élèves. Les principaux éléments de cohésion identifiés dans les productions des élèves comprennent : la répétition, la référence, la conjonction, la collocation et la substitution. Il n'y avait pas d'ellipse dans les rédactions. La répétition constitue l'élément de cohésion le plus utilisé dans les productions des apprenants analysés. En ce qui concerne la cohérence dans les productions écrites des élèves, les résultats ont révélé que les élèves ont de bonnes idées, des idées pertinentes par rapport au sujet qui leur est donné. Toutefois, ils ne savent pas comment exprimer ces idées de manière cohérente. La plupart des productions n'étaient pas conforme à l'organisation générale (introduction-corps du devoir-conclusion) d'une dissertation.*

## Abstract

*Writing is an important language skill that contributes to EFL learners' academic and professional success. In advanced EFL teaching and learning contexts, students are given various writing tasks especially essay writing to develop their writing skill. The general objective of this research work is to analyze cohesion and coherence in Beninese secondary school EFL students' written productions. More specifically, this study aims at examining elements of cohesion and coherence in the written productions by Benin secondary school EFL students. A content analysis was carried out on thirty argumentative essays written by the participants. The analysis of the various written productions revealed the presence of some cohesive devices in the students' productions. The cohesive patterns identified in the students' essays include: reiteration, reference, conjunction, collocation and substitution. There was no ellipsis in the essays. Reiteration patterns were found as the most used cohesive devices in the students' essays analyzed. Concerning coherence in the students' written productions, the findings revealed that the students have good ideas, relevant to the topic given to them, but they do not know how to express such ideas coherently.*

*Most of the productions did not follow the general organization (introduction-body-conclusion) of an essay writing.*

**Key words:** *Writing; EFL; cohesion; coherence*

## **1. Introduction**

To be conversant with a language, one has to master all four skills namely listening, speaking, reading, and writing. In EFL contexts, some learners neglect all the four skills whereas some focus on those that seem to be easier for them. Most of the time, they feel at ease with the reading skill. Writing is considered as the most difficult and complex of the four skills “due to inherent difficulties underlying generating and organizing ideas, and putting these ideas together in a harmonious way” (Kılıç, Genç & Bada, 2016, p. 107). Even if relevant ideas are generated, they are not arranged in the appropriate way, the text produced will not be understandable. In fact, for a text to hold together, cohesion and coherence devices must be used appropriately inasmuch as enable the flow of ideas and establish a link between various parts of a text. Because of the difficulties inherent with the production of written texts, students often copy parts of the reading comprehension texts, especially when the topic of the writing is the same as the one of such reading comprehension texts. As a result, they complete secondary education with shortfalls in writing that is a key public relations skill (Wise, 2005).

This study has been designed and conducted to contribute to the improvement of the teaching of EFL writing at secondary school level in Benin. Teacher educators and supervisors can use its findings to build the capacities of teachers for better instruction. Those teachers will manage their classrooms better and avoid the tensions that might arise from the practice of free writing activities in the classroom (Ahmed, 2023). According to Ariyanti and Fitriana (2017, p. 113), “to write a good English composition seems never very easy.” This research work will further sensitize students to their writing errors and mistakes, introducing them to important writing elements which are cohesion and coherence. These elements almost unknown to students will clearly be detailed and evaluate in this study. This will enhance students’ performance in writing.

The main objective of this study is to analyze cohesion and coherence in Benin secondary school EFL students’ essays writing. In other words,

the study addresses the following question “How do EFL students handle cohesion and coherence in essay writing?”.

## **2. Literature Review**

The issue of cohesion and coherence in students’ written productions sparked debates and so far, it caught many researchers’ attention. This section summarizes and comments on some former research works that are closely related to the issue of writing. It also sheds light on theories related to cohesion and coherence.

### ***2.1 Challenges Related to Writing***

Kuo (1995), explored cohesion and coherence at three levels of academic text - lexicon, sentence structure, and organization of information. He highlighted two different aspects that make it difficult for a non-native writer to understand the relationship between meaning and form in academic writing. These are vocabulary aspect or structure that varies from one language to another and the word or expression choice aspect.

In a research work conducted by Ariyanti and Fitriana (2017) on Widya Gama Mahakam Samarinda University EFL students’ difficulties in writing English compositions especially essay writing, some problems have been identified. It has been found that students have limited vocabulary; low motivation in making composition; poor basic writing knowledge in terms of sentence structure and grammar, punctuation, spelling; low ability in developing ideas in essay and misunderstanding of the differences between cohesion and coherence. They also lack exercises on how they should make their essay coherent and cohesive. In addition, there are problems due to the difference in cultural backgrounds between the students’ mother tongue and English.

Similarly, a study conducted by Abbas (2017) on EFL students in Indonesia showed that the students’ achievement in essay writing is influenced by several difficulties and factors namely difficulties in getting the right ideas, applying correct grammar, choosing appropriate words, and complying with punctuation and capitalization rules. Further, they are hardly motivated to write and scarcely practice writing at leisure time.

Other reasons that account for students’ poor performance in writing have been revealed through other research works. Dossoumou, Mehounou and Koukposs (2018) undertook research on graded writing

composition test papers of Benin Senior Secondary Three (SS3) learners. They found that students have four main problems in writing: vocabulary, cohesion, coherence and weaknesses related to structure. These problems are due to the little time devoted to teaching writing, EFL learners and teachers' perception of writing as a complex activity that requires mental effort, and lack of adequate training. In addition, learners have weak and little experiences in writing.

Moreover, Ahmed (2010) conducted his research work on the organizational problems that Egyptian student teachers of English encounter when they write an English essay. The findings revealed that students are not accustomed to reading for long hours and they are not ready to make that effort. They "frequently read the simplified texts of novels and plays" (p. 216) and above all, they have a hard time expressing opinions on different issues. Additionally, at the psychological level, students faced a number of challenges including lack of motivation, lack of self-confidence, and writing anxiety.

### ***2.2 Challenges in Achieving Cohesion and Coherence in a Text***

In his research work, Kuo (1995, p. 51) found that problems of lexical cohesion lie mainly in two aspects including "distance between cohesive ties, and exophoric sources of cohesion, particularly as prior knowledge is involved." Readers' lack of prior knowledge on a text's topic and the great distance between cohesive devices inside a text cause problem of misunderstanding or misinterpretation and non-perception of cohesion and coherence in a text to them. It has been revealed that non-native writers are not often well equipped with sufficient knowledge of lexical links and variations within a text, and are unaware of the relationship between lexical choice and context, which makes writing difficult for them.

Another source of challenge is coherence break, a problem identified by Wikborg (1990) through his study in Swedish university student essays, quoted in Kuo (1995). Such a situation is related to some factors at the level of text organization namely unspecified topic, unjustified change of topic, misleading paragraph division, misleading disposition (ordering of material), irrelevance and misleading headings that reflect students' incompetence to connect sentences to form a coherent paragraph and to organize paragraphs to form a coherent text.

Ariyanti and Fitriana (2017), have also pinpointed some problems related to coherence and cohesion. According to them, not only students do not understand the differences between cohesion and coherence but they also have problems with coherence is on thesis statement. They misplace the thesis and this compromises the flow of ideas in their writing.

### ***2.3 Theoretical Underpinnings***

Here, it is worth delving into the theories underlying cohesion and coherence as they related to writing.

#### ***2.3.1 Cohesion***

There is cohesion in a text when links exist between words and expressions that facilitate the understanding of the whole text. The link is made in a way that readers are able to refer backward or forward to words or expressions in a text to understand it. Cohesion is defined by Halliday and Hasan (1976, p. 8) as “a semantic relation between an element in the text and some other element that is crucial to the interpretation of it”. There are two major categories of cohesion: grammatical and lexical. The former consists of the subcategories of reference, substitution, and ellipsis, while the latter consists of reiteration and collocation. Conjunction is considered as lexico-grammatical for being mainly grammatical but having a lexical component. Before developing these main categories and subcategories, the notions of text, texture, and tie have been explored.

##### ***2.3.1.1 Text***

A text is a semantic unit that can take either a spoken form or a written form. A written text includes a set of related sentences on paper or a computer screen whereas a spoken text is oral or recorded on a digital device. The form of sentences is not what is important in a text but their meanings. Halliday and Hassan (1976) define a text as “any passage, spoken or written, of whatever length, that does form a unified whole” (p. 1).

##### ***2.3.1.2 Texture***

What makes a text meaningful is called texture. It gives a text its property of being a text by adequately linking ideas among themselves through cohesive devices. According to Paltridge (2012, p. 114) “texture results

where there are language items that tie meanings together in the text as well as tie meanings in the text to the social context in which the text occurs.” A text that has texture is a text that includes all the required elements to make it meaningful.

### ***2.3.1.3 Tie***

The word tie in this context refers to the semantic and lexical connections that exist between various cohesive devices within a text. Halliday and Hasan (1976) call it “a single instance of cohesion... which is a term for one occurrence of a pair of cohesively related items” (p. 3). It is a directional concept, “the direction may be anaphoric, with the presupposed element preceding, or cataphoric, with the presupposed element following.” (p. 329). For example, in the following sentences:

John had an accident on his way to the office. He has been directly sent for an emergency treatment at the hospital.

The interpretation of the reference of the pronoun he, is dependent on the lexical item John. It is an example of anaphoric cohesion.

Halliday and Hasan (1976) gave the following example of cataphoric cohesion: “This is what worries me: I can’t get any reliable information.” Here, the cataphoric demonstrative ‘this’ means “What I’m just going to say” (p. 70).

### ***2.3.1.4 Grammatical Subcategories of Cohesion***

Reference has been defined by Halliday and Hassan (1976) as “. . . the relation between an element of the text and something else by reference to which it is interpreted” (p. 308). In English, items which have the property of reference are personals, demonstratives, and comparatives. They may be exophoric (looks outside the text to its situational context) or endophoric i.e., anaphoric (the presupposed element preceding in a text) or cataphoric (the presupposed element following in a text).

Substitution is when one word is substituted for another word, phrase or clause. There are three types of substitution: normal (e.g. one, some, etc.), verbal (e.g. do), and clausal (e.g. so). In the following exchange, the normal one replaces the lexical item car: Why don’t you buy this blue car? I want a red one.

Ellipsis is “substitution by zero”. The second sentence in the following exchange is an example of ellipsis: What have you been doing? Writing a letter.

### ***2.3.1.5 Lexico-Grammatical Subcategory***

Conjunction expresses specific meanings “which presuppose the presence of other components in the discourse” (Halliday and Hasan, 1976, p. 226). The main categories of conjunction are additive (adding more information: in addition, besides, also etc.), adversative (makes a qualification about the information being given, e.g.: I’d like to go to the party, but I’m going on holiday.), causal (introduces a reason for something happening, e.g.: Roberts felt nervous because he didn’t know anyone in the room.), temporal (shows one thing that happens for another, e.g.: I got up and made my breakfast.), and continuative ( e.g.: They met for two hours. After that, they had lunch).

### ***2.3.1.6 Lexical Subcategories***

Reiteration is the repetition of a lexical item in the context of reference. A reiterated item is usually preceded by the reference item ‘the’ or a demonstrative. It may be a repetition, a synonym or near-synonym, a superordinate or a general noun. In the following sentence, the lexical item book refers back to the first instance of book: John bought a new book at the bookstore. The book is about animals. In the following sentence, the lexical item plane is a superordinate of Boeing 747: ‘E.T. has bought a Boeing 747. He actually lives in the plane’.

Collocation refers to the “association of lexical items that regularly co-occur” (Halliday and Hassan, 1976, p. 284). These lexical items perform a cohesive function when they occur in “adjacent sentences”. In the following sentences, the pair of lexical items inside and outside generate collocational cohesion: ‘You can’t smoke inside the class. You can smoke outside’.

It is important to mention that “while reference, conjunction and lexical cohesion are common in written expressions, ellipsis and substitution are used in oral expressions” (de Beaugrande & Dressier, 1981; Witte & Faigley, 1981 as cited in Karadeniz ,2017, p. 94)

### **2.3.2 Coherence**

Coherence is a text quality of being logical, consistent and able to be understood by people. It refers to the contextual fitness of ideas in a text and it is something that is ingrained in people because they are the ones to make sense of what they read or hear. Kuo (1995, p. 48) defined coherence as “the kind of relationships, among elements of a text, which are not based on surface links, but links derived from thematic development, organization of information, or communicative purpose of the particular discourse”. It also refers to “relationships of thought, feeling, and perception” (Kane, 2000 as cited in Kılıç, Genç & Bada, 2016, p. 108).

Coherence is created through cohesion and also through the relationship between the text and listener/reader. Factors that contribute to a text’s coherence are cohesion, inference (when we draw on our existing knowledge of the world to make sense of what we read, filling in the gaps based on our knowledge), logical ordering, formatting (Numbering, headlines, Glossary, subdivisions), consistency (in type of lexis, syntax) and conventions. In an essay for example, coherence can be created and evaluated through the organization of the writing production. This includes an introduction, a body and a conclusion. The topic sentence, the supporting sentences and the concluding sentences should clearly be identified in each paragraph.

Coherence in a written material can also be evaluated based on Grice’s four maxims as cited in Khalil (1989, pp. 361-362) which characterize the effective use of language. These maxims are as follows.

- (1) Quantity: make your contribution as informative as is required.
- (2) Quality: don’t say what you believe to be false.
- (3) Relation: be relevant.
- (4) Manner: be brief, clear and orderly.

### **3. Methodology of the Study**

This study uses the mixed methods approach insofar as it combines both quantitative and qualitative data analysis to gain comprehensive understanding of the use of cohesion and coherence in essays written by Beninese secondary school learners.

Benin secondary school students were the target of this research work. The study was carried out in a private school. The population from which the sample was drawn consisted of three hundred and fifty-five (355) senior secondary school students. From this population, a sample of thirty (30) senior secondary school 2 (SSS2) students has been taken.

To have data about how EFL students handle cohesion and coherence in their written productions, 30 EFL students have been submitted to an essay writing test. It was a 45 minutes' test consisting in writing an argumentative essay. The writing topic was suggested and monitored by the teacher in charge of the grade level targeted himself. At the end of the test, the papers were collected from the students by the teacher on the spot.

The selected students' examination papers were minutely read to find out how cohesion and coherence are handled in the essays. To facilitate the identification of the cohesive devices during the students' essays analysis, some codes have been used: **Ref** for reference, **S** for substitution, **E** for ellipsis, **Conj** for conjunction, **Rei** for reiteration, **Col** for collocation. The occurrence of each cohesive device was counted in all the students' essays. The analysis has been done taking into account the total number of each cohesive device in all the thirty students' essays. To interpret the data obtained after the essays' analysis, percentages were of great importance. Tables have been used for each cohesive device found in the students' writings. The devices were expressed in terms of frequencies and percentages. The analysis of coherence has been done by considering two main variables, the general organization of an essay and fitness of ideas.

#### **4. Findings of the study**

This part presents the various findings through the analysis of the gathered data. It also discusses the various findings.

##### ***4.1. Presentation of the Findings***

##### ***4.1.1. Analysis of Cohesion and coherence in the Students' Writings***

As stated earlier, 30 EFL students in senior secondary school 2 (SSS2), have been tested to write an argumentative essay. The topic and the task

of the writing were: Is success a matter of physical features? Give convincing arguments to illustrate the topic.

#### 4.1.1.1 Analysis of Cohesive Devices in Students' Essays

**Table 1: Presentation of Reference Patterns in Students' Writing Productions**

| Cohesive device |              | Frequency | Percentages (%) |
|-----------------|--------------|-----------|-----------------|
| Reference       | Well-used    | 76        | 83.52%          |
|                 | Wrongly used | 15        | 16.48%          |
| <b>Total</b>    |              | <b>91</b> | <b>100%</b>     |

On the whole, the reference patterns encountered in the productions are not appropriately used. 16.48% of the reference items have been wrongly employed. We can read in some productions:

- The success for me is a thing what *us* [...].
- If they have the determination and positive issue, *be* can [...].
- But the *man* who has a physical cannot succeed because *ber* physic is *ber* first occupation.
- We can say that success a matter of physical features but by *ours* talents.
- Because when *a person* decide [sic] to success [sic] in *our* life [...].

On the other hand, 83.52% of the reference items identified were found to be well used. Here are some examples:

- *A blind man* or a matter of physical features can succeed because *be* has determination [...].
- In fact, to success [sic] *you* have to believe in *you*, *you* have to be *yourself* and do what you know [...].
- Also, *we* would have a model person in life.
- Awareness of *our* skills, talents and aptitudes.

The most used reference items were the pronouns: we, he, your, our, you, it, my, yourself, them, your, her, their, they

**Table 2: Presentation of Elements of Substitution in Students' Writing Productions**

| Cohesive device |              | Frequency | Percentages (%) |
|-----------------|--------------|-----------|-----------------|
| Substitution    | Well-used    | 6         | 100%            |
|                 | Wrongly used | 0         | 0%              |
| <b>Total</b>    |              | <b>6</b>  | <b>100%</b>     |

All the substitution items found in students' productions have been well employed. Only six cases of substitution have been found in the thirty writing productions. In most cases, the words "that" and "it" have been used for substitution and reference simultaneously. The following sentences reflect this.

- The people as Bill Gates who are [sic] a *business* man and woman are good for *that*.
- To succeed we must to use our *ability* and to use *it* [...]

**Table 3: Presentation of Conjunctions in Students' Writing Productions**

| Cohesive device |              | Frequency | Percentages (%) |
|-----------------|--------------|-----------|-----------------|
| Conjunction     | Well-used    | 51        | 86.44%          |
|                 | Wrongly used | 8         | 13.56%          |
| <b>Total</b>    |              | <b>59</b> | <b>100%</b>     |

In the students writing productions, 13.55% of the conjunction items identified have been misused. As it can be seen in the examples below, either students put two conjunctions together in their writing productions or they start a sentence with a conjunction.

- No, success is not a matter of physical features. *Because when* a person decide [sic] to success [sic] in our life [...].
- The success is very important in the life. *But ...*

A significant percentage (86.44%) of the conjunctions have been well used.

Examples:

- Many persons think nowadays *that* for success we must go to school or to have a physical capacity.
- A blind man can succeed *because* he developed many sens [sic].
- For to succeed we must to use our abilities *and* to use it in the area where we are good.

The most used conjunctions were: and, when, that, because, but.

**Table 4: Presentation of Elements of Reiteration in Students' Writing Productions**

| Cohesive device |              | Frequency  | Percentages (%) |
|-----------------|--------------|------------|-----------------|
| Reiteration     | Well used    | 375        | 97.40%          |
|                 | Wrongly-used | 10         | 2.60%           |
| <b>Total</b>    |              | <b>385</b> | <b>100%</b>     |

Only 2.60% of the reiterated words were wrongly reiterated. In most cases, students mixed up the grammatical category of words. For example, they wrote the noun instead of the verb and this happened mostly with the words *success* (the noun) and *succeed* (the verb) as it is in the sentences below.

- Nowadays, a lot of people search to *success*.
- Anyone can *succeed* [sic] because to success [...].

The most reiterated words or expressions were: success, physical features, in life, a matter of, can, and we.

In addition, some phrases have been repeated the same way in some productions. It can be read,

- in height (8) students' productions the phrase: *organization in all*,
- in ten (10) students' writings: [...] *a matter of 98% of mental issue and 2% of physical feature*,
- and in five (5) students' productions: *no regard to one's mental or physical issue*.

**Table 5: Presentation of Collocation patterns in Students' Writing Productions**

| Cohesive device |              | Frequency | Percentages (%) |
|-----------------|--------------|-----------|-----------------|
| Collocation     | Well-used    | 44        | 100%            |
|                 | Wrongly-used | 0         | 0%              |
| <b>Total</b>    |              | <b>44</b> | <b>100%</b>     |

Collocation patterns encountered in students' productions were well employed even if there were some mistakes. In most cases, the collocations are related to "success". Words such as success- passion-determination have been used in most of the students' productions and this increased the number of collocations. Other collocations, i.e. a matter of, a lot of, there are, such as, and in spite of, were contained in the productions.

Examples:

- Is success *a matter of* physical feature?
- For *success* we should have the: *determination, courage*
- Somebody who want to success [sic] is that person who dream big and have *a lot of* idea [...].
- The famous African athlete Oscar who *in spite of* his handicap have won...

In conclusion, reiteration is the most used (385) cohesive device in the thirty writing productions that have been analyzed. It ranks first and it is used in a very large proportion compared to the five remaining devices. Reference is the second most used (91) cohesive device irrespective of its meager proportion with regard to reiteration. Conjunction (59) and collocation (44) had also been used in the students' writing productions and they are the third most used devices. Substitution had scarcely been used, which means that it had been used 6 times in all the 30 written productions. In the thirty essays, nowhere has ellipsis been used.

#### ***4.1.1.2 Analysis of Coherence in the Written Productions***

Coherence has been analyzed in the students' essays taking into account two main variables: the general organization of the essay (introduction-body-conclusion) and the fitness of ideas. The analysis focused on

different components of the introduction (topic sentence and thesis statement) and the body (paragraph structuring including topic sentence, supporting sentences, and concluding sentence).

#### ***4.1.1.2.1 General Organization of the Essay***

Only ten (10) students out of the thirty (30) respected the general organization of an essay including introduction, body and conclusion. Twenty (20) students then, did not follow the general organization. Moreover, among the ten (10) productions that complied with the general organization, only four (4) presented the outlines of their writings in the introduction. The remaining six (6) just start the body with a topic sentence, without a thesis statement at the end of the introduction.

Four (4) productions, out of the twenty (20) that did not follow the general organization of an essay, had only bodies and conclusions. One (1) of the essays contains just an introduction and a one-sentence body. The fifteen remaining productions had only bodies.

Regarding the paragraph structure in the body, half of the essays, that is fifteen (15) written productions, do not have concluding sentences in their bodies. Most of the essays' bodies (29) include topic sentences and supporting sentences.

#### ***4.1.1.2.2 Fitness of Ideas***

Twenty-three (23) students out of the thirty (30) developed ideas related to the topic even if there were some errors in their essays. Nine (9) essays out of the twenty-three (23) were hardly understandable because of either grammatical mistakes (he will learnt, a person decide, he need can succeeded, after to toll, certain personne need to assistance, scoole...) and bad sentence structuring, sentences written with no verb but with a series of noun phrases (e.g.: Success a matter of 98% mental issue, respect, organization in all, determination of success, humility, responsible of action, honnête, intelligente, honorable, sérieuse, patient, passion of success) or code mixing, i.e. some French words had been inserted in the writing (honnête, intelligente, sérieuse, personne, détermination, forcement, consciencieux, evolution, admise, facteurs, primordial, importante, aptitudes). Seven (7) of the essays severely lack logic. The ideas scarcely fit together in their development.

#### ***4.2. Discussion of the Findings***

After the analysis of students' written productions, it has been found that they only made use of some cohesive devices. Reiteration ranks first. Reiteration as defined earlier, refers to the use of the same words many times in a writing. A high number of students repeatedly used the same words. This shows their lack of vocabulary. Even though, they have good ideas (23 students out of 30 developed their ideas in accordance with the topic), their poor vocabulary in English prevents them from expressing all their ideas adequately. The only alternative for them is to make use of their limited vocabulary, i.e., words drawn from the writing topic and words often used by their teachers. In fact, in the written productions analyzed, there are words used by almost all the students in their writings that have been picked from the writing topic. This is the case of: *success*, *physical features*, and *a matter of*. The presence of the same argument worded similarly across the productions is another evidence. The following phrases, underlined above in the analysis, are good examples of this: *organization in all*, *98% of mental issue and 2% of physical issue*, and *no regard to one's mental and physical issue*. Obviously, Benin secondary school EFL students do not have the necessary background in terms of vocabulary to freely express their ideas in English. They are obliged to use the few words learnt in class or drawn from the topics on which they have to write. According to Ariyanti and Fitriana (2017), students' lack of vocabulary and their "low ability in developing ideas in essay" (p. 119) are at the heart of students' difficulties in writing. There is no doubt that the poverty of the students' vocabulary is due to lack of reading. Good writers are always good readers even though the opposite may not always be true.

Despite the fact that students used cohesive devices, most of those devices were not used appropriately. This has been noticed not only in the case of reference but also for conjunction and reiteration. The inappropriate use of the cohesive devices followed by grammatical mistakes and errors jeopardizes logic and understanding of some written productions although the ideas are relevant. At this level, it is appropriate to question the teaching of writing. With so many defaults in the written productions of the learners, it can be inferred that teachers do not teach writing as they should. This can be due to the fact that the teachers had not received adequate training in the teaching of writing or they can hardly write cohesive and coherent texts themselves.

Furthermore, the findings showed that there was no ellipsis in the students' writing and the number of substitutions is very limited. As mentioned in chapter two, ellipsis and substitution are mostly used in oral conversations. Therefore, the absence of ellipsis and low use of substitution in students' writings is a proof that they make a distinction between writing and speaking.

Besides, the findings indicated that only ten (10) students, out of thirty (30) assessed in essay writing, respected the general organization (introduction, body, conclusion) of an essay. Moreover, not all the ten students outlined their body in the introduction. First, it is worth pointing out that students are not accustomed to writing. They could at least respect the general organization of an essay if they were used to writing and if they had been appropriately educated on this. In fact, readers are guided through writings when ideas are well stated and outlined in the introduction. This contributes to the flow of ideas (coherence) in the body of the writing. It is difficult to understand a piece of writing that has no thesis statement and is full of poorly structured paragraphs. Dossoumou, Mehounou and Koukpossi (2018) acknowledged that writing a topic sentence is a requirement to understand an essay and students' failure to write logical introductions makes it difficult to understand their writing.

In view of the shortfalls identified in the students' written productions, teachers' capacity-building not only in the teaching of writing but also in the mechanic of writing itself becomes an imperative to education policymakers. Further, students need to be sensitized on the importance of writing in communication, especially with the growing importance of English in business, science, and technology. Further investigations should also be conducted in order to unveil other causes of the students' weaknesses in writing so that the problem can be addressed more comprehensively.

## **Conclusion**

This research work has been conducted to examine cohesion and coherence in essays written by Benin secondary school EFL students. To reach the objective of this study, qualitative and quantitative research methods were combined to collect and analyze data. The sample of this work consisted of 30 senior secondary school 2 (SSS2) students. The

analysis of the students' essays showed that reiteration patterns are the most frequent cohesive devices used in the essays. This stems from students' lack of English vocabulary. The findings also revealed the presence of instances of reference, substitution and collocation. There was no ellipsis in the students' written productions. With regards to coherence, it has been discovered that students have very good ideas but do not know how to organize them into a coherent production. A significant number of students are not cognizant of the layout of an essay. That is the reason why recommendations were made to build teachers' capacities and conduct additional investigations for better understanding of the problem.

## Reference List

- Abbas Fadhly Farhy M.** (2017), Assessing and evaluating EFL learners' ability in writing academic essay. Universitas of Lancang Kuning.
- Ahmed Abdel Hamid** (2010), Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives. *Literacy Information and Computer Education Journal (LICEJ)*, 1(4), 211-221.
- Ahmed Sarah Mohammed Alsanousi Alssayah** (2023), Classroom management problems facing EFL teachers: a case of libyan educational school in North Cyprus. *The Online Journal of New Horizons in Education* 13(2), 80-87.
- Ariyanti A. and Fitriana Rinda** (2017), EFL Students' Difficulties and Needs in Essay Writing. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 158, 111-121.
- Dossoumou Ashani, Mehouenou Sévérin and Koukpossé Albert** (2018), Appraising the impacts of cohesion and coherence in Benin SS3 EFL learners' writing productions. *International Journal of Linguistics, Literature and Culture*, 4(5), 41-54.
- Halliday M. A. K. and Hasan Ruqaiya** (1976), *Cohesion in English*. London, Longman.
- Karadeniz Abdulkerim** (2017), Cohesion and Coherence in Written Texts of Students of Faculty of Education. *Journal of Education and Training Studies*, 5(2), 93-99.
- Khalil, Aziz** (1989), Study of Cohesion and Coherence in Arab EFL College Students' Writing. *System*, 17(3), 359-371.

**Kılıç Mehmet and Genç, Bilal and Bada, Erdoğan** (2016), Topical Structure in Argumentative Essays of EFL Learners and Implications for Writing Classes. *Journal of Language and Linguistic Studies*, 12(2), 107-116.

**Kuo Chih-Hua** (1995), Cohesion and coherence in academic writing: from lexical choice to organization. *Relc Journal*, 26(1), 47-48.

**Paltridge Brian** (2012), *Discourse Analysis*. London, New York, Bloomsbury Academic.

**Wise Kurt** (2005), The importance of writing skills. *Public Relations Quarterly*, 50(2), 37.